

**Unit Title:** *How do people impact the way we see and use the land?*

**Teacher/Grade:** Mr. Shininger – 5<sup>th</sup> Grade, Barrington Elementary School

**Essential Question:**

**How do people impact the way we see and use the land?**

**Guiding Questions:**

How did my state get its shape?

How has my state changed?

How have people affected the physical environment? What are the consequences?

How does land create conflict and cooperation among groups of people?

**Unit/Investigation:**

**Big Idea:** Things are the way they are for a reason. What we do now will impact the future.

**In-depth content:**

**How do people impact the way we see and use the land?**

- I can analyze ways that transportation and communication relate to patterns of settlement and economic activity in my state.
- I can analyze reasons for conflict and cooperation among the states of the US, including immigration, and environmental issues.
- Based on history, I can make predictions about how we will impact the future.

**How have people affected the physical environment? What are the consequences? (Positive & negative)**

- I can analyze the positive and negative consequences of human changes to the physical environment, including:
  - a. Great Lakes navigation;
  - b. Highway systems;
  - c. Irrigation;
  - d. Mining;
  - e. Introduction of new species.
- I can explain how the characteristics of different physical environments affect human activities in \_\_\_\_\_.

**How did my state get its shape? How has my state changed?**

- I can explain how state borders are created and why.
- I can identify the physical and human characteristics of places and regions in \_\_\_\_\_.
- I can describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America.
- I can use map elements and/or coordinates to locate physical and human features of \_\_\_\_\_.

## **Product/Performance that students will create to demonstrate their understanding (flexible application of knowledge and skills):**

Students will create a literary non-fiction story that will teach others about the changes that have occurred to the land, people and economy of their state. They will also include how people have impacted the way the land is used today and how we can impact how it will be used in the future.

### **Real world purpose/audience:**

Their stories will be published and put on display for other students to read in the Barrington library. Digital copies will be published and posted on the classroom wiki.

### **Real world models:**

*How the States Got Their Shapes by Mark Stein*

*Everglades by Jean Craighead George*

*The Big Tree by Bruce Hlcock*

*Desert Giant by Barbara Bash*

*A River Ran Wild by Lynne Cherry*

*Who Came Down That Road? by Ella Lyon*

*The House on Maple Street by Bonnie Pryor*

### **List of possible texts students will read to help them uncover topic:**

*Hello U.S.A.* series

[www.50states.com](http://www.50states.com)

[www.infoplease.com/states.html](http://www.infoplease.com/states.html)

[www.netstate.com](http://www.netstate.com)

[www.school.eb.com](http://www.school.eb.com)

## **A Complex Thinker...**

**Indicator 1:** Identifies and defines authentic problems and essential questions.

**Indicator 2:** Collects, assesses and analyzes relevant information.

**Indicator 3:** Explores and develops solutions.

**Indicator 4:** Makes judgments and decisions.

**Indicator 5:** Uses systems thinking to understand complex inter-relationships.

**Indicator 6:** Reflects critically on learning experiences, processes and solutions.

## Long-term Learning Targets

## Assessments

### How do people impact the way we see and use the land?

- I can analyze ways that transportation and communication relate to patterns of settlement and economic activity in my state.
- I can analyze reasons for conflict and cooperation among the states of the US, including immigration, and environmental issues.
- Based on history, I can make predictions about how we will impact the future.

- Annotations within mentor texts that respond to targeted prompts
- Journal writings
- Discussion (small group and whole group)
- Identify and create essential/research questions.
- Collect, assess and analyze relevant research information.
- Student created literary non-fiction story
  - Share understanding of inter-relationships.
  - **Makes judgments and decisions.**

### How have people affected the physical environment? What are the consequences? (positive & negative)

- I can analyze the positive and negative consequences of human changes to the physical environment, including:
  - a. Great Lakes navigation;
  - b. Highway systems;
  - c. Irrigation;
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### How did my state get its shape? How has my state changed?

- I can explain how state borders are created and why.
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- I can describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America.
- I can use map elements and/or coordinates to locate physical and human features of \_\_\_\_\_.

- Annotations within mentor texts that respond to targeted prompts
- Journal writings
- Discussion (small group and whole group)
- Collect, assess and analyze relevant research information.
- Student created literary non-fiction story
  - Reflect understanding of inter-relationships.
  - **Makes judgments and decisions.**

## **Standards Addressed (Content, Literacy & Habits):**

### **Geography: Grade 5**

#### **Analyze ways that transportation and communication relate to patterns of settlement and economic activity.**

\* Use or construct maps of colonization and exploration to explain European influence in North America.

#### **Identify and explain ways people have affected the physical environment of North American and analyze the positive and negative consequences.**

\*Analyze the positive and negative consequences of human changes to the physical environment, including:

- a . Great Lakes navigation;
- b. Highway systems;
- c. Irrigation;
- d. Mining;
- e. Introduction of new species.

\*Explain how the characteristics of different physical environments affect human activities in North America.

#### **Identify the physical and human characteristics of places and regions in North America. Analyze reasons for conflict and cooperation among regions of North America, including immigration, and environmental issues.**

\*Describe and compare the landforms, climates, population, culture, and economic characteristics of places and regions in North America.

\*Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

\*Explain how climate is influenced by:

- a. Earth-sun relationships
- b. Landforms
- c. Vegetation.

#### **Use map elements or coordinates to locate physical and human features of North America.**

\*Use coordinates of latitude and longitude to determine the absolute location of points in North America. Use maps to identify the location of:

- a. The three largest countries of North America;
- b. The 50 states of the United States;
- c. The Rocky and Appalachian mountain systems
- d. The major river systems;
- e. The Great Lakes.